IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FRAYER MODEL FOR SENIOR HIGH SCHOOL STUDENTS

PAPER

Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One (S1) Degree

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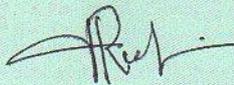HALAMAN PERSETUJUAN MAKALAH

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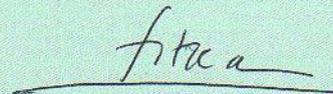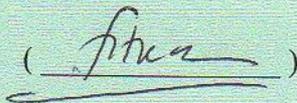
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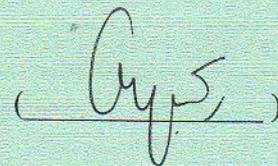|		
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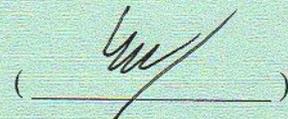
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ABSTRAK

Hsb, Irna Damayanti. 2016. "Improving Students' Vocabulary Mastery by Using Frayer Model for Senior High School Students". Makalah. Padang: Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kosakata merupakan salah satu faktor yang sangat penting dalam pembelajaran Bahasa Inggris, karena tanpa kosakata yang memadai, siswa tidak akan dapat menguasai keempat keterampilan dalam berbahasa inggris, yaitu *listening, speaking, reading* dan *writing*. Dengan adanya pengajaran kosakata, siswa diharapkan dapat memecahkan masalah-masalah yang mereka hadapi dalam penguasaan kosakata yang beberapa diantaranya adalah kesulitan untuk menemukan dan mengungkapkan makna dari kosakata, penggunaan kata yang sama terlalu sering, kesalahan dalam mendefinisikan kosakata sesuai konteks, dan kesulitan dalam mengingat kosakata.

Penulis menemukan bahwa terdapat beberapa penyebab dari masalah-masalah yang ditemui dalam penguasaan kosakata, yaitu: (1) penggunaan metode atau strategi pengajaran yang salah oleh guru, (2) guru hanya berpatokan pada *textbook*, (3) kurangnya minat siswa untuk belajar bahasa inggris, termasuk membaca buku berbahasa inggris, dan (4) tidak adanya pembelajaran kosakata secara khusus. Ada banyak cara yang dapat dilakukan guru untuk mengatasi masalah-masalah yang yang dialami siswa dalam pembelajaran kosakata, diantaranya yaitu dengan menggunakan metode, strategi, atau model pembelajaran yang efektif. Salah satu model efektif tersebut yaitu *frayer model*. *Frayer model* atau yang sering disebut dengan *frayer diagram* adalah alat yang sangat berguna untuk pengembangan dan penguasaan kosakata dan memang didesain khusus untuk pembelajaran kosakata. Dalam *frayer model* terdapat penggunaan diagram yang kemudian diisi dengan definisi, ciri-ciri, contoh, dan bukan contoh dari kosakata terkait. Selanjutnya, penggunaan *frayer model* ini diharapkan dapat meningkatkan penguasaan kosakata siswa, khususnya untuk siswa tingkat Sekolah Menengah Atas.

Keywords: *Vocabulary, Vocabulary Mastery, Frayer model*

ACKNOWLEDGEMENTS

Thus, the writer has done her best in writing this paper, but it does not mean that this paper has no weaknesses. Therefore, it would be a very good thing if there are some constructive criticism and suggestions that can make this paper become much better.

Padang, 10 Agustus 2016

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, English has become a very important language in the world. There are many reasons for that statement. The first reason is that there are many people from various countries using English in their daily life. Kachru (1985) in White (1997) stated that there are 725 million people using English in their daily life whether as the first or second language while 750 million people using English as a foreign language and do not speak English in daily communication. In other words, those who use English in their daily life are fewer than those who use English as the foreign language and do not speak English (725 million: 750 million). However, those 750 million speakers come from different countries and most of them use different languages. It is impossible to learn those all languages and that is why in order to communicate with native English speakers or even non-native English speakers who use different languages, people need to learn English that is used more than other languages.

The second reason is that English as an International language is used in many aspects of life. As Nunun cited in Cahyono (2009) that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. In Indonesia itself, the importance of English can be proved since it is one of the subjects

examined in National Examination (UN). It means that English is an obligatory subject—and learning English is a must.

Based on the School-Based Curriculum (KTSP), one of the purposes of learning language, including English is to improve communication skills in target language. Communication skills include listening, speaking, reading and writing. In order to master those skills, students need to learn three major components of language: pronunciation, grammar and vocabulary. Vocabulary is a language component that is considered as the most important one. Students need to learn sufficient words so that they are able to understand others and speak their thoughts. Limited vocabulary makes them difficult to understand others and express their ideas in oral or written form. In other words, vocabulary is the basis for mastering the four communication skills. According to Richards and Renandya (2002), vocabulary is core component proficiency and provides much of the basis for how well learners speak, listen, read, and write. This shows us how important vocabulary in learning a language is.

Learning vocabulary is not as simple as it seems. It is not only about knowing word and its meaning; students also have to know the concept of the word itself. Moreover, students are also required to understand the context where the word can be used and cannot be used so that people can understand them better. That is why vocabulary must be taught by using an effective method, strategy, or model. Those ways have to not only make the students know the meaning of the words they are learning, but also get the deep

knowledge of the word including word function and structure and also understand more about the concept of the word itself so that they are willing to convey the meaning and explain the word in their own words. Moreover, the method used in teaching vocabulary must be able to expand both receptive and expressive vocabulary, and continually move words from the receptive level to expressive level so that the purpose of learning language can be achieved.

However, not all English teachers realize how complicated learning vocabulary is. From the way they teach, it seems like learning vocabulary is not so important in English subject. They use the less effective methods to teach vocabulary. One of those methods is translation method. Some English teachers only ask the students to read the unfamiliar words column in the textbook, find the meanings and memorize them. Others ask students to find unfamiliar words in the text in the reading section then ask them to find the meaning in the dictionary. Some teachers even just tell students their meanings directly.

There are many problems caused by using less effective methods including translation method to teach vocabulary. First, the students become lack of self confidence to try finding the meaning of text on their own. If it continues, it will be difficult for them to learn language. As Lindsay and Knight (2006) wrote, people who are confident will find it easier to learn a language than those who have low self-confidence. Second, the translation method can lead the students to become dependent on the dictionary. As being known, not all words in the dictionary are appropriate to the context. Some

students only look at the translation in the dictionary without understanding the context of text. They just pick one of the translations of the unfamiliar word they look for although the translation is not relevant to the context. Third, the students often just remember one meaning for one word. Again, when they are prohibited to look at the dictionary, they will use this only meaning to the text they are learning eventhough it does not agree with the context. Fourth, the students become lazy. They only wait for the teacher to translate it to them without even trying to find the meaning and understand the word based on the context. Those all happen because the teachers only focus on the translation of the word and not on the concept of the word itself.

Furthermore, students also feel difficult to learn vocabulary because most English teachers always give more attention on teaching grammar than vocabulary. As the writer's experience in Senior High School, the teacher only focused on teaching grammar. In every chapter of the LKS, there was always a special grammar teaching, but no special vocabulary teaching—even in today's Senior High School, it is just the same. Logically, it is impossible for the learners to implement their grammatical knowledge if they do not have sufficient vocabulary—they will not be able to speak or write their ideas eventhough they are taught grammatical knowledge so well. As Wilkins (1972: 111-112) wrote "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Moreover, the status of English as a foreign language in Indonesia can also be one of the causes of difficulties students feel in learning English,

including learning vocabulary. The fact that it is an obligatory subject will not change its position in society. Students still use Indonesian in their daily life, because they are not required to speak English in public. As a result, students become lack of practice as they only speak English in English class at school.

Thus, to avoid learning vocabulary becoming more difficult, English teachers need an excellent and effective alternative as being told by the writer before. An excellent and effective alternative being discussed here is one whose use results in the improvement of students' vocabulary mastery. Actually, there are several strategies or methods that can be considered as those whose use results in the improvement of students' vocabulary mastery. One of those strategies is to teach vocabulary by using Frayer model.

Frayer model is an interesting strategy that requires students to think about the word in four different 'angles'. Frayer (1969) defined Frayer model as a graphic organizer that helps students form concepts and learn new vocabulary by using four quadrants on a chart to define examples, non-examples, characteristics, and non-characteristics of a word or concept. By using this strategy, students do not only get the translation of the vocabulary like they always do by using the dictionary, but also the better comprehension of the word they learn. As Dole et.al (1995) stated that vocabulary instruction that also improve comprehension is the most effective one.

A better comprehension of word includes a broader concept of a definition and other information that makes the retention of words better. Frayer model helps students to create this broader concept by integrating their

own knowledge about the topic with the meaning of the word they got from the context or dictionary to develop their own definition of that word—so the definition is not only one or two word as we often find in the dictionary. In addition, the three boxes for other categories of information about the word make the students understand more about the concept of the word and once they do this activity, it will be difficult for them to lose the words from their memory. In other words, by using Frayer model in learning vocabulary continuously, student's memorization of word will be affected and become long term memory so that their vocabulary achievement will be increased and the four language skills will be easier to be mastered. Just like Nation (1994) claimed that vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.

After finding out those advantages of using Frayer model in teaching vocabulary, the writer decided to carry the study entitled: "Improving Students' Vocabulary Mastery by Using Frayer Model for Senior High School Students".

B. Limitation of the Problem

In teaching vocabulary, there are many techniques or strategies that can be used to improve students' vocabulary achievement. In this paper, the writer would like to focus on frayer model as one of the effective strategies used to improve students' vocabulary mastery so that they are able to master the four language skills easier and achieve the purpose of learning language in the Senior High School curriculum.

C. Formulation of the Problem

The problem is formulated in the question: "How do teachers use Frayer model to improve students' vocabulary mastery in Senior High School?"

D. The Purpose of Paper

The purpose of this paper is to explain how English teachers use Frayer model to improve students' vocabulary mastery in Senior High School.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous chapters, it can be concluded that vocabulary teaching and learning is really important. Students need to improve their vocabulary achievement in order to master the four language skills and that is why teacher should use the effective strategy or method. Strategy or method can be said effective if it helps students to learn any kind of information related to the word being learned, such as meaning, synonyms, antonyms, connotation, syntax, register, pronunciation, word families, visuals, part of speech and so on, that results in the better understanding of the word and the good retention of the information. The Frayer model is one of those effective strategies.

Frayer Model is a graphical organizer used for word analysis and vocabulary building. This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and then using the word in their own sentences. Those four are written on the four sections of frayer model. There have been many researches conducted to analyze the effectiveness of the frayer model to improve students' vocabulary mastery and many researchers come to the conclusion that frayer model is a very good way to teach vocabulary and have students getting the deeper understanding of the concept that results in the

easy retention and recall of the word or concept whenever they need it in oral or written communication.

B. Suggestion

In teaching and learning process, it is essential that teacher should use the effective yet enjoyable method so that the objective of the teaching and learning can be achieved. That is also a must in vocabulary teaching and learning. Related to the vocabulary teaching and learning, the writer suggests the following points:

1. From now on, the English teacher should consider teaching vocabulary more, especially in Reading section in order to extend students' vocabulary mastery, because once again, vocabulary is one of the language elements needed to improve the four language skills.

2. The English teacher should try to apply frayer model in teaching vocabulary, because it is an effective and enjoyable way to improve students' vocabulary mastery, especially for Senior High School students.

3. The students should also try to apply this four-square organizer individually or in a small group because it can broaden their knowledge of the words or concepts and deepen their understanding of those words or concepts that results in the easy retention of information about the concepts or words.

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